

**Teacher Preparation in Languages Other than
English: Quality and Effectiveness Standards
for Subject Matter Programs in California**

**Handbook for Teacher Educators
and Program Reviewers**

**Commission on Teacher Credentialing
State of California**

1994

**Teacher Preparation For Languages Other than
English: Standards of Quality and Effectiveness for
Subject Matter Programs in California**

**Created and Recommended by the
Teacher Preparation and Assessment Advisory Panel
in Languages Other than English
(1991-93)**



**Adopted and Implemented by the
Commission on Teacher Credentialing
State of California
1812 Ninth Street
Sacramento, California
1994**

**The mission of the
Commission on Teacher Credentialing
is to maintain and enhance quality
while encouraging innovation and creativity
in the preparation and assessment . . .
of professional educators
for California's schools.**

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State of California

Pete Wilson, Governor

1994

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Commission on Teacher Credentialing 1991-93

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Languages Other than English: Standards for Subject Matter Programs

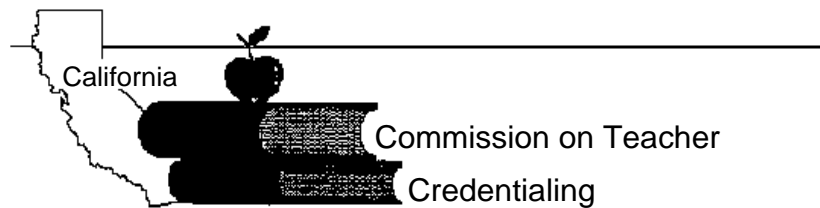
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Part 1

Introduction to Teaching Standards in Languages Other than English



Standards and Credentials for Teachers of Languages Other than English: Foreword by the Commission on Teacher Credentialing

One of the purposes of education is to enable students to learn the important subjects of the school curriculum, including languages other than English. Each year in California, hundreds of thousands of students enroll in language classes with teachers who are certified by the Commission on Teacher Credentialing to teach those classes in public schools. The extent to which these students learn to understand and use diverse languages depends substantially on the preparation of their teachers in languages other than English, and in the teaching of languages other than English.

The Commission is the agency of California government that certifies the competence of teachers and other professionals who serve in the public schools. As a policymaking body that establishes and maintains standards for the education profession in the state, the Commission is concerned about the quality and effectiveness of the preparation of teachers and other school practitioners. On behalf of students, the education profession, and the general public, the Commission's most important responsibility is to establish and implement strong, effective standards of quality for the preparation and assessment of future teachers.

In 1988 and 1992 the Legislature and the Governor enacted laws that strengthened the professional character of the Commission, and enhanced its authority to establish rigorous standards for the preparation and assessment of prospective teachers. As a result of these reform laws (Senate Bills 148 and 1422, Bergeson), a majority of the Commission members are professional educators, and the agency is responsible for establishing acceptable levels of quality in teacher preparation and acceptable levels of competence in beginning teachers. To implement the reform statutes, the Commission is developing new standards and other policies collaboratively with representatives of postsecondary institutions and statewide leaders of the education profession.

To ensure that future teachers of languages other than English have the finest possible education, the Commission decided to establish a panel of experts to review recent developments in language education and to recommend new standards for the academic preparation of language teachers in California. The Commission's Executive Director invited colleges, universities, professional organizations, school districts, county offices of education and other state agencies to nominate distinguished professionals to serve on this panel. After receiving nearly 100 nominations, the Executive Director appointed the Teacher Preparation and Assessment Advisory Panel in Languages Other than English (see page ii). These nineteen professionals were selected for their expertise in languages other than English, their effectiveness as language teachers and professors, and their leadership in the field of language teaching. The panel was also selected to represent the diversity of California educators, and included language teachers and curriculum specialists as well as university professors and administrators. The panel met on several occasions from 1991 through 1993 to discuss, draft and develop the standards in this handbook. The Commission is deeply grateful to the panelists for their conscientious work in addressing many complex issues related to excellence in the subject matter preparation of language teachers.

The Foreign Language Teaching Credential

The Single Subject Teaching Credential in Foreign Language authorizes an individual to teach a specific language other than English in departmentalized classes. A holder of this credential may teach language classes at any grade level, but the majority of departmentalized language classes occur in grades seven through twelve.

An applicant for a Single Subject Teaching Credential must demonstrate subject matter competence in one of two ways. The applicant may earn a passing score on a subject matter examination that has been adopted by the Commission. Alternatively, the prospective teacher may complete a subject matter preparation program that has been approved by the Commission (Education Code Sections 44280 and 44310). Regionally accredited colleges and universities that wish to offer subject matter programs for prospective teachers must submit those programs to the Commission for approval.

In California, subject matter preparation programs for prospective teachers are not the same as undergraduate degree programs. Postsecondary institutions govern academic programs that lead to the award of degrees, including degrees in languages such as French, German and Spanish. The Commission sets standards for academic programs that lead to the issuance of credentials, including the Single Subject Credential in Foreign Language. An applicant for a teaching credential must have earned a Bachelor's degree from an accredited institution, but the degree may be in a subject other than the one to appear on the credential. Similarly, degree programs for undergraduate students in languages other than English may or may not fulfill the Commission's standards for subject matter preparation. Completing a subject matter program that satisfies the standards enables an individual to qualify for the Single Subject Teaching Credential in Foreign Language.

The Commission asked the Teacher Preparation and Assessment Advisory Panel to create new standards of program quality and effectiveness that could be used to review and approve subject matter preparation programs in languages other than English. The Commission asked that the standards emphasize the knowledge, skills and perspectives that teachers must have learned in order to be effective in teaching language classes in California public schools.

Credential Terms: “Foreign Language ” and “Languages Other than English ”

The California Education Code refers to the relevant teaching credential as the Single Subject Teaching Credential in *Foreign Language*. The Teacher Preparation and Assessment Advisory Panel have used the title *Languages Other than English* to describe the new standards that the panel developed for the Commission. This title is therefore used throughout the handbook. If teachers who hold the *Foreign Language* Credential would like the title of the credential to change to *Languages Other than English*, then the Commission would need to sponsor legislation to accomplish that change. Until the law is changed, the *Foreign Language* title will continue to appear on the Single Subject Credential.

Standards of Program Quality and Effectiveness

In recent years the Commission has thoroughly redesigned its policies regarding the preparation of education professionals and the review of preparation programs in colleges and universities. In initiating these reforms, the Commission embraced the following principles and premises regarding the governance of educator preparation programs. The Commission asked the Teacher Preparation and Assessment Advisory Panel in Languages Other than English to apply these general principles to the task of creating standards for subject matter programs in languages other than English.

- (1) *The status of teacher preparation programs in colleges and universities should be determined on the basis of standards that relate to significant aspects of the quality of those programs.* Program quality may depend on the presence or absence of specified features of programs, so some standards require the presence or absence of these features. It is more common, however, for the quality of educational programs to depend on *how well* the program's features have been designed and implemented in practice. For this reason, most of the Commission's program standards define levels of quality in program features, rather than requiring the presence or absence of those features.
- (2) *There are many ways in which a teacher preparation program can be excellent.* Different programs are planned and implemented differently, and are acceptable if they are planned and implemented well. The Commission's standards are intended to differentiate between good and poor programs. The standards do not require all programs to be alike, except in their quality, which assumes different forms in different environments.
- (3) *The curriculum of teacher education plays a central role in a program's quality.* The Commission adopts curriculum standards that attend to the most significant aspects of knowledge and competence. The standards do not prescribe particular configurations of courses, or particular ways of organizing content in courses, unless professionals on an advisory panel have determined that such configurations are essential for a good curriculum. Similarly, curriculum standards do not assign unit values to particular domains of study unless there is a professional consensus that it is essential for the Commission's standards to do so. In Part 2 of this handbook, Standards 1 through 10 are curriculum standards for teacher preparation in languages other than English.
- (4) *Teacher education programs should prepare candidates to teach the public school curriculum effectively.* The Commission asked the Advisory Panel to examine and discuss the *California State Framework in Languages Other than English*, as well as other state curriculum documents in this field. The major themes and emphases of subject matter programs for language teachers must be congruent with the major strands and goals of the school curriculum in languages other than English. It is also important for future teachers to be in a position to *improve* the school curriculum on the basis of new developments in the scholarly disciplines, and in response to changes in student populations and community needs. It is essential, however, that the Commission's standards emphasize the language skills, subjects and topics that are most commonly taught in public schools.

- (5) In California's public schools, *the student population is so diverse that the preparation of educators to teach culturally diverse students cannot be the exclusive responsibility of professional preparation programs in schools of education.* This preparation must begin early in the collegiate experience of prospective teachers of language classes. The Commission expects subject matter programs to contribute to this preparation, and asked the Advisory Panel in Languages Other than English to recommend appropriate program standards. Because of the important relationships between language and culture, the panel concurred with this suggestion enthusiastically and drafted Standards 6 through 9 in Part 2 below.
- (6) *The curriculum of a teacher education program should be based on an explicit statement of purpose and philosophy. An excellent program also includes student services and policies such as advisement services and admission policies.* These components of teacher preparation contribute significantly to its quality; they make the program more than a collection of courses. The Commission asked the Advisory Panel to include standards related to (a) the philosophy and purpose of teacher preparation in languages other than English, and (b) significant, non-curricular components of teacher preparation, to complement the curriculum standards. Standards 1 and 11-14 are consistent with these Commission policies.
- (7) *The assessment of each student's attainments in a teacher education program is a significant responsibility of the institution that offers the program.* This assessment should go beyond a review of transcripts to verify that acceptable grades have been earned in required and elective courses. The specific form, content and methodology of the assessment should be determined by the institution. In each credential category, the Commission's standards attend to the overall quality of institutional assessment of students in programs. Standard 13 is an assessment standard for teacher preparation in languages other than English.
- (8) *The Commission's standards of program quality allow quality to assume different forms in different environments.* The Commission did not ask the advisory panel to define all of the acceptable ways in which programs could satisfy a quality standard. The standards should define *how well* programs must be designed and implemented; they should not define specifically and precisely *how* programs should be designed or implemented.
- (9) *The Commission's standards of program quality are roughly equivalent with each other in breadth and importance.* Each standard is accompanied by a rationale that states briefly why the standard is important to the quality of teacher education. The standards are written in clear, plain terms that are widely understood.
- (11) *The Commission assists in the interpretation of the standards by identifying the important factors that should be considered when a program's quality is judged.* The Commission's adopted standards of program quality and mandatory; each program must satisfy each standard. "Factors to Consider" are not mandatory in the same sense, however. The Factors suggest the types of questions that program reviewers ask, and the types of evidence they assemble and consider when they judge whether a standard is met. Factors to Consider are not "mini-standards" that programs must "meet." The Commission expects the reviewers of programs in languages other than English to weigh the strengths and weaknesses of a program when they determine whether the program meets a standard. The Commission does not expect every program to be excellent in relation to every factor that could be considered.

- (12) *Whether a particular program fulfills the Commission's standards is a judgment that is made by professionals who have been trained in interpreting the standards.* Neither the Commission nor its professional staff make these judgments without relying on subject matter experts who are trained in program review and evaluation. The review process is designed to ensure that subject matter programs fulfill the Commission's standards initially and over the course of time.

The Commission fulfills one of its responsibilities to the public and the profession by adopting and implementing standards of program quality and effectiveness. While assuring the public that educator preparation is excellent, the Commission respects the considered judgments of educational institutions and professional educators, and holds educators accountable for excellence. The premises and principles outlined above reflect the Commission's approach to fulfilling its responsibilities under the law.

Analysis and Adoption of Standards in Languages Other than English

Over the course of two years, the Teacher Preparation and Assessment Advisory Panel in Languages Other than English drafted the program quality standards and a set of preconditions for program approval. Meeting in public, the Commission then reviewed the draft standards and preconditions, as well as a draft plan for implementing the standards. The Commission distributed the draft standards, preconditions and implementation plan to specialists in language teaching throughout California, with a request for their comments and suggestions. The draft policies were forwarded to:

- Academic administrators of California colleges and universities;
- Chairpersons of language departments in colleges and universities;
- Deans of education in California colleges and universities;
- Presidents of professional associations of language teachers;
- Superintendents of county offices of education in California;
- Superintendents of school districts in California; and
- Language teachers and specialists who asked for the draft document.

The Commission asked county and district superintendents to forward the draft policies to foreign language teachers and curriculum specialists for their comments.

After allowing a period for public comments, the Commission's professional staff compiled the responses to each standard and precondition, as well as comments about the implementation plan, which were then reviewed thoroughly by the Advisory Panel. The panel exercised its discretion in responding to the suggestions, and made several significant changes in the draft standards and preconditions. On March 3, 1994, the Advisory Panel presented the completed standards, preconditions and implementation plan to the Commission, which adopted them on March 4, 1994.

New Performance Assessments Implemented in Spanish and French

Since 1970, many applicants have qualified for the Single Subject Credential in Foreign Language by passing a standardized exam that was adopted by the Commission: the National Teachers Examinations in French, German or Spanish. These prospective teachers of languages other than English qualified for credentials without completing programs of subject matter study that were approved by the Commission. In 1987 the Commission completed an exhaustive study of the validity of the National Teacher Examinations in French, German and Spanish. Based on the results of this research, the Commission asked the Teacher Preparation and Assessment Advisory Panel to develop new specifications for assessing the subject matter competence of future teachers of languages other than English.

The Commission asked the Advisory Panel to design a subject matter assessment that would be as parallel and equivalent as possible with the new subject matter program standards in this handbook. The panel developed specifications and model questions for a new exam that assesses the ability to use the receptive and productive skills of a language other than English, and the ability to analyze and write about important language issues. The Commission disseminated the panel's draft specifications to several hundred language teachers, professors and curriculum specialists throughout California. Following an extensive review of the draft specifications, the panel made several revisions and the completed specifications were adopted by the Commission.

The Commission awarded a contract to Educational Testing Service (ETS) to develop new Content Area Performance Assessments in Spanish and French that would match the Advisory Panel's specifications. On four occasions these new assessments were pilot-tested and field-tested throughout California. Following each test, the panel examined the participants' responses and revised the assessment questions. The panel also developed detailed criteria for scoring candidates' responses, which were also field-tested in practice. In March, 1992, the Commission adopted a plan for implementing the Content Area Performance Assessments (CAPAs) in Spanish and French, and in July, 1992, the Commission adopted passing standards on these new assessments. After the first administration of the new assessments, the Commission re-examined its passing standards in terms of their impact on examinees.

Since November, 1992, candidates who seek to qualify for the Single Subject Credential in Spanish or French by examination have been required to pass the relevant National Teachers Examination *plus* the new two-hour assessment in which they use receptive and productive language skills, and they write analytical essays about significant language issues. Meanwhile, the Advisory Panel also completed additional specifications for new multiple-choice examinations in Spanish, French and German. In October, 1994, the Commission invited test-development firms to submit proposals for new exams to replace the National Teachers Examinations in Spanish, French and German. The Commission intends to implement these new exams beginning in November, 1995, when candidates who seek to qualify for credentials by examination will be required to pass the new multiple-choice exams *and* the CAPA in Spanish or French.

The Commission's new specifications for the assessment of subject matter knowledge and competence are included in this handbook (pp. 33-37) to serve as a resource in the design and evaluation of subject matter programs for future teachers of languages other than English.

Standards for Professional Teacher Preparation Programs

The effectiveness of language instruction in California schools does not depend entirely on the subject matter preparation of language teachers. Another critical factor is the teacher's ability to *teach* a language other than English. To address the *pedagogical* knowledge and effectiveness of language teachers, the Commission adopted and implemented *Standards of Program Quality and Effectiveness for Professional Teacher Preparation Programs*. These thirty-two standards define levels of quality and effectiveness that the Commission expects of pedagogical preparation programs that prospective teachers of language are required to complete in schools of education. These standards originated in Commission-sponsored research as well as the published literature on teacher education and teacher effectiveness. Approximately 1,500 educators from all levels of public and private education participated in developing the standards during a two-year period of dialogue and advice. The standards are now the basis for determining the status of professional preparation programs for Single Subject Teaching Credentials in California colleges and universities. The Commission also adopted special standards for future teachers who intend to teach students of limited English proficiency in the K-12 schools. The standards in this handbook have been prepared for subject matter programs, and are designed to complement the existing standards for programs of pedagogical preparation.

Overview of the Standards Handbook in Languages Other than English

This introduction to the handbook concludes with a statement by the Advisory Panel regarding the nature of language instruction and the preparation of language teachers. Then Part 2 of the handbook includes (1) the fourteen basic standards for language teacher preparation, and (2) the Advisory Panel's *Specifications for the Subject Matter Knowledge and Competence of Prospective Teachers of Languages Other than English*. Finally, Part 3 of the handbook provides information about implementation of the new standards in California colleges and universities.

Contributions of the Advisory Panel in Languages Other than English

The Commission on Teacher Credentialing is indebted to the Teacher Preparation and Assessment Advisory Panel in Languages Other than English for the successful creation of *Standards of Program Quality and Effectiveness for the Subject Matter Preparation of Language Teachers*. The Commission believes strongly that the panel's standards will improve the teaching and learning of languages other than English in public schools.

Request for Assistance from Handbook Users

The Commission periodically reviews its policies, in part on the basis of responses from colleges, universities, school districts, county offices, professional organizations and individual professionals. The Commission welcomes all comments about the standards and information in this handbook, which should be addressed to:

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Professional Services Division
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Sacramento, California 95814-7000

Teaching and Teacher Preparation in Languages Other than English: Introduction by the Advisory Panel

Approaches to the teaching of a second language have shifted significantly during the past decade. This change in direction is described clearly in such documents as the *ACTFL Proficiency Guidelines* and the California Department of Education *Handbook for Planning an Effective Program in Languages Other than English*. The goal of instruction in languages other than English, as stated in the *Framework for California's Public Schools in Languages Other Than English (K-12)*, is to develop the ability to communicate effectively with appropriate cultural sensitivity in at least one language in addition to each student's native language. Therefore, "communication is the primary objective and the dominant activity in classrooms where languages other than English are taught." For these reasons a successful subject matter preparation program in a languages other than English must provide prospective teachers with the knowledge, skills, and cultural sensitivity to teach for communicative purposes.

The opportunity to prepare teachers of languages other than English is perhaps more challenging and rewarding now than at any previous time. The well-educated language teacher comes to the classroom with demonstrated competence in receptive and productive language skills, in addition to a core preparation in language, culture, literature, and linguistics. This competence in teachers of languages other than English is critical so they may better prepare students to communicate with the peoples of the world as they compete for business, jobs and other resources in the expanding international economy.

What is new about this set of standards? In terms of coursework, these standards do not mandate a change in the number of core classes required in the present "waiver programs." Students still are required to complete a minimum of thirty semester units (45 quarter units) of upper division coursework that reflects a balance of language, culture, literature, and applied linguistics. It is expected that courses will continue to be taught in the target language. However, to meet the intent of these new standards, revisions may be needed within courses: changes of emphasis, addition of new components, careful adjustments in modes of teaching, incorporation of a variety of strategies that promote communication and interaction.

The standards reflect new directions in the preparation of teachers of languages other than English. The key concepts on which the standards are based are performance and assessment. First, performance: since teaching for communication has become a keystone of current thinking about language, it is imperative that newly-certified teachers be competent and confident in their ability to understand, speak, read, and write the target language. Preparation programs need to provide opportunities for prospective teachers to develop that expertise. Teachers of languages other than English must possess the ability to communicate and understand culture before they can impart that skill and knowledge to others.

Teachers tend to teach as they were taught. As institutions review and perhaps revise their curriculum and teaching to better meet the intent of the standards, they will equip teachers of languages other than English with more-than-entry-level abilities and experiences. Thus, newly prepared teachers will enter secondary schools and classrooms with confidence in their language abilities. Having been exposed to many interactive teaching strategies in their academic classes, they will feel more confident and comfortable utilizing those same strategies in their own classes.

Assessment is the second major area of focus in these standards. Under previous guidelines, prospective language teachers could verify their subject matter competence by either passing a standardized examination (the National Teachers Examination or NTE) in Spanish, French or German, or by completing a "waiver program" of subject matter preparation in a language other than English. The present handbook does not eliminate either option. It does, however, require more careful formative and summative assessments of teacher candidates. The standardized examinations in languages other than English have been revised to include language production components in speaking and writing. Those students entering the teaching profession via the subject matter programs will be required to undergo a similar summative assessment of their language competency.

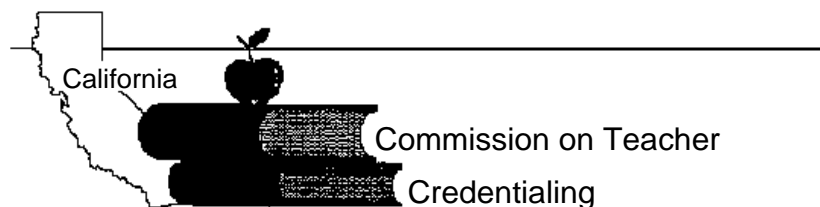
The basic intent of the standards, which applies to the preparation of teachers of all languages other than English, is to establish a framework that provides maximum university autonomy. Each standard in this handbook includes language that, in effect, allows universities to use any elements of their programs to demonstrate how they fulfill the standard. University faculty are encouraged to use their expertise and enthusiasm for languages other than English to develop new, creative, more effective ways of meeting the goals of language learning. Every effort should be made to provide authentic experiences in second language communications and cultures. Study-abroad options are strongly recommended. Where such study abroad is not feasible, departments should include, as part of a teacher preparation program, opportunities to learn languages and cultures through language camps, guest speakers, immersion periods, and other means.

The Advisory Panel is concerned about the preparation of teachers of all languages, including classical languages such as Latin and Greek. Recognizing that the emphasis on extensive use of productive language skills represents a greater "shift" for teachers of these languages than it does for teachers of other languages, the panel nevertheless believes that preparation programs for teachers of classical languages should be considered and can be recommended for approval by the Program Review Panel.

The ultimate purpose of subject matter preparation programs in languages other than English is to develop language teachers who can communicate effectively in the target language with appropriate cultural sensitivity, and who can create that same competence and enthusiasm among language learners in the schools. The purpose of this handbook is to assist institutions in meeting the challenge of preparing competent teachers of languages other than English.

Part 2

Standards of Program Quality and Effectiveness in Languages Other than English



Definitions of Key Terms

Standard

A "standard" is a statement of program quality that must be fulfilled for initial or continued approval of a subject matter program by the Commission. In each standard, the Commission has described an acceptable level of quality for a significant aspect of teacher preparation in languages other than English. The Commission determines whether a program satisfies a standard on the basis of an intensive review of all available information related to the standard by a review panel whose members (1) have expertise in teacher preparation in languages other than English, (2) have been trained in the consistent application of the standards, and (3) submit a recommendation to the Commission regarding program approval.

The Commission's adopted Standards of Program Quality and Effectiveness for Subject Matter Programs in Languages Other than English begin on page 17 of this handbook. The Commission's authority to establish and implement the standards derives from Section 44259 (b) (5) of the California Education Code.

Factors to Consider

"Factors to Consider" guide program review panels in judging the quality of a program in relation to a standard. Within the scope of a standard, each factor defines a dimension along which programs vary in quality. The factors identify the dimensions of program quality that the Commission considers to be important. To enable a program review panel to understand a program fully, a college or university may identify additional quality factors, and may show how the program fulfills these added indicators of quality. In determining whether a program fulfills a given standard, the Commission expects the review panel to consider all of the related quality factors in conjunction with each other. In considering the several quality factors for a standard, excellence on one factor compensates for less attention to another indicator by the institution. For subject matter programs in languages other than English, the adopted Factors to Consider begin on page 17.

Precondition

A "precondition" is a requirement for initial and continued program approval that is based on California state laws or administrative regulations. Unlike standards, preconditions specify requirements for program compliance, not program quality. The Commission determines whether a program complies with the adopted preconditions by reviewing a program document provided by the college or university. In the program review sequence, a program that meets all preconditions is eligible for a more intensive review to determine if the program's quality satisfies the Commission's standards. Preconditions for the approval of subject matter programs in languages other than English are on page 16. Details regarding the program review sequence are on pages 45-52.

Preconditions for the Approval of Subject Matter Programs in Languages Other than English

To be approved by the Commission, a Subject Matter Program in Languages Other than English must comply with the following preconditions, which based on California Administrative Code Sections 80085.1 and 80086. The Commission's statutory authority to establish and enforce the preconditions is based on Sections 44259 and 44310 through 44312 of the California Education Code.

- (1) Each Program of Subject Matter Preparation for the Single Subject Credential in Foreign Language shall prepare prospective teachers in one language other than English, and shall include at least 30 semester units (or 45 quarter units) of coursework in the language and in related subjects.
- (2) The program coursework in (or directly related to) a language other than English shall include coursework in language, culture, literature, and applied linguistics. With the exception of programs for classical languages such as Greek and Latin, all required courses in the program shall be taught in the target language.

Institutions shall have flexibility to define the program in terms of required or elective coursework in language, culture, literature, applied linguistics, and other related subjects. Institutions may also determine whether the program consists of one or more distinct courses for each subject in the program, or courses that offer more integrated coverage of these subjects.

In addition to describing how a program meets each Standard of Program Quality in this handbook, the program document by an institution shall include a listing and catalog description of all courses that are included as required or elective courses in the program.

Coursework offered by any appropriate department(s) of a regionally accredited institution may satisfy the preconditions and standards in this handbook.

Standards of Quality and Effectiveness

Category I: Curriculum and Content of the Program

Standard 1: Program Philosophy and Purpose

The subject matter preparation program in a language other than English is based on an explicit statement of program philosophy that expresses its purpose, design and desired outcomes, and defines the institution's concept of a well-prepared teacher of language. The program philosophy, design and desired outcomes are appropriate for preparing students to teach a language other than English in California schools.

Rationale for Standard 1

To insure that a subject matter program is appropriate for prospective teachers, it must have an explicit statement of philosophy that expresses the institution's concept of a well-prepared teacher of the subject. This statement provides direction for program design and it assists the faculty in identifying program needs and emphases, developing course sequences and conducting program reviews. The philosophy statement also informs students of the basis for program design, and communicates the institution's aims to school districts, prospective faculty members and the public. The responsiveness of a program's philosophy, design and desired outcomes to the contemporary conditions of California schools are critical aspects of its quality.

Factors to Consider

When reviewers judge whether a program meets this standard, the Commission expects them to consider the extent to which:

- The program philosophy, design and desired outcomes are collectively developed by participating faculty; reflect an awareness of recent paradigms and research in language and literature; and are consistent with each other.
- The program philosophy is consistent with the major themes and emphases of the California State Curriculum Framework, other state curriculum documents, and nationally adopted guidelines for teaching languages.
- The statement of program philosophy shows a clear awareness of the preparation that candidates need in order to teach languages effectively among diverse students in California schools.
- Expected program outcomes for students are defined clearly so student assessments and program reviews can be aligned appropriately with the program's goals.
- The institution periodically reviews and reconsiders the program philosophy, design and intended outcomes in light of recent developments in the discipline, nationally accepted standards and recommendations, and the needs of public schools.
- The program has other qualities related to this standard that are brought to the reviewers' attention by the institution.

Standard 2

Receptive Skills: Listening and Reading Comprehension

The subject matter program in a language other than English requires students to demonstrate listening and reading comprehension at a level sufficient to understand authentic speech and texts in a variety of situations and contexts, and equivalent to the advanced level in the ACTFL Proficiency Guidelines (see pages 31-32 below).

Rationale for Standard 2

In order to assist learners in developing the receptive skills of listening and reading comprehension, teachers themselves must be able to understand authentic speech and texts.

Factors to Consider

When reviewers judge whether a program meets this standard, the Commission expects them to consider the extent to which:

- The program includes a provision that all courses be taught in the target language (except for classical languages such as Greek and Latin).
- The program provides opportunities for students to listen to and to read materials on a variety of topics, including current events and everyday situations.
- The program provides instruction that enables teacher candidates to understand and interpret a variety of texts.
- The program provides opportunities for students to listen to the language in a variety of authentic contexts, such as radio and television broadcasts, other recordings, lectures, and theatrical performances.
- The program offers opportunities for students to hear a broad range of dialects and speakers of different ages, occupations, and educational backgrounds, and to hear the language used in both formal and informal discourse.
- The program provides opportunities to read and understand both formal and informal writings, such as current periodicals, personal correspondence, a range of literary genres, and technical material.
- The program provides periodic listening and reading assessments to enable students to assess their own progress in receptive language skills.
- The program includes a summative evaluation to verify that each student has met this standard.
- The program has other qualities related to this standard that are brought to the reviewers' attention by the institution.

Standard 3

Productive Skills: Speaking and Writing

The subject matter program in a language other than English requires students to speak and write on a variety of topics in diverse situations and contexts at a level equivalent to the advanced level in the ACTFL Proficiency Guidelines (see pages 31-32).

Rationale for Standard 3

In order to assist learners in developing the productive skills of speaking and writing, teachers themselves must be able to speak and write at a level sufficient to function in most work and social environments.

Factors to Consider

When reviewers judge whether a program meets this standard, the Commission expects them to consider the extent to which:

- The program provides opportunities in each course for students to develop oral and written language skills, including the use of a variety of discourse strategies such as narration, description, and social and commercial exchanges.
- The program includes opportunities for students to use the language in settings such as immersion programs, language dormitories or tables, programs of study abroad, or interactions with native speakers in the community.
- The program provides opportunities for students to use the language in classroom projects, reports, debates and other types of sustained discourse.
- The program includes periodic speaking and writing assessments to enable students to assess their own progress in productive language skills.
- The program includes a summative evaluation to verify that each student has met this standard.
- The program has other qualities related to this standard that are brought to the reviewers' attention by the institution.

Standard 4

Nature of Language

The program requires students to understand the nature of language, its acquisition, and its use.

Rationale for Standard 4

Teachers must respond to questions about the nature of language. Hence, an understanding of the nature of language in general, its acquisition, and its use in human interaction is fundamental to the preparation of language teachers. Knowledge of the general characteristics of languages will prepare prospective teachers to teach a specific language more effectively.

Factors to Consider

When reviewers judge whether a program meets this standard, the Commission expects them to consider the extent to which:

- The program emphasizes knowledge of the nature of language, and introduces students to the purposes, strengths and shortcomings, uses and misuses of language.
- The program emphasizes relationships between languages and ways of life, and introduces students to the significance of language changes and variations that occur within the contexts of time, place, age, gender, and situation.
- The program acquaints students with theories of language acquisition and learning.
- The program develops students' awareness of the communication process, with the use of strategies such as pragmatics, discourse analysis, and turn-taking and other conversation conventions; proxemics and kinesics; idioms and humor; debate and negotiations; as well as persuasive and hortatory modes of language use.
- The program develops students' understanding of differences between receptive (listening and reading) and productive (speaking and writing) language skills.
- The program has other qualities related to this standard that are brought to the reviewers' attention by the institution.

Standard 5

Analysis of the Target Language

The program requires students to understand the linguistic components of the language they will teach.

Rationale for Standard 5

Because teachers design and evaluate instructional activities, it is not enough for candidates to be proficient in language skills. They must be aware of why concepts and ideas are expressed the way they are. Specifically, they must possess the knowledge necessary to analyze and explain the way the language is used.

Factors to Consider

When reviewers judge whether a program meets this standard, the Commission expects them to consider the extent to which:

- The program emphasizes knowledge of the basic linguistic and paralinguistic components of the language: phonology, morphology, syntax, lexicon, semantics, suprasegmentals, kinesics, proxemics, grammar and words (meaning and usage).
- The program prepares students to use the language components in authentic communication contexts.
- The program instructs students in error analysis and its role in the language learning process.
- The program instructs students in the principles of contrastive analysis.
- The program familiarizes students with dialectal differences, including their origins and social implications, and the program demonstrates ways to address these differences in positive ways.
- The program has other qualities related to this standard that are brought to the reviewers' attention by the institution.

Standard 6

Knowledge of Culture

The program requires students to learn the geography, history and contemporary social structures of the target culture(s) and how these influence and shape cultural values and traditions.

Rationale for Standard 6

Language and culture are inextricably intertwined. In order to teach students to use language for communication, teacher candidates must have an understanding of the cultural bases and contexts in which language is rooted.

Factors to Consider

When reviewers judge whether a program meets this standard, the Commission expects them to consider the extent to which:

- The program includes study in the areas of physical and cultural geography.
- The program includes study of contemporary and historical social structures, and issues embedded in the culture(s) including, but not limited to:
 - political, religious, and economic systems and institutions;
 - social classes;
 - education;
 - family and kinship;
 - social customs;
 - work and leisure patterns; and
 - language.
- The program includes study of classical and contemporary literary works and oral traditions.
- The program examines individual variations within cultures represented by the people who speak the target language.
- The program includes study of the fine and folk arts.
- The program includes instruction in crosscultural comparisons.
- The program has other qualities related to this standard that are brought to the reviewers' attention by the institution.

Standard 7

Cultural Competence

The program requires that students function effectively within the target culture, and fosters their ability to use the language in a manner considered culturally appropriate by native speakers.

Rationale for Standard 7

Individuals interact in a variety of cultural contexts. In order to communicate effectively, knowledge alone of the culture and language is insufficient. The teacher candidate must be able to demonstrate the ability to integrate and use the language in appropriate social settings.

Factors to Consider

When reviewers judge whether a program meets this standard, the Commission expects them to consider the extent to which:

- The program provides opportunities for students to practice a range of behaviors that are, within the target culture(s), socially appropriate according to situation and context (formal and informal, routine and unexpected).
- The program provides opportunities for students to experience dialects within the language and thus become sensitive to and aware of differences in language use.
- The program provides opportunities for students to practice language appropriate to situations which demand distinctions in register.
- The program provides opportunities for students to practice the language and experience the target culture such as:
 - study and residence abroad;
 - use of community resources such as newspapers, radio, television, social clubs, church settings, films, and cultural centers; and
 - social events and participation in classes composed of native speakers of the language.
- The program promotes sensitivity to cultural diversity in the classroom.
- The program includes opportunities to learn and practice nonverbal communication.
- The program has other qualities related to this standard that are brought to the reviewers' attention by the institution.

Standard 8

Attitudes Toward Culture

The program fosters respect and understanding of the customs, traditions, and cultural values of the people who speak the target language.

Rationale for Standard 8

If language teachers are to be successful in motivating their students to acquire the target language and the ability to function in the language, they must model positive attitudes toward and respect for the different cultural patterns of the target language and cultural groups.

Factors to Consider

When reviewers judge whether a program meets this standard, the Commission expects them to consider the extent to which:

- The program develops an appreciation for how diverse cultures meet universal human needs.
- The program provides a context for the development of non-judgmental attitudes toward diverse patterns of behavior and cultural institutions such as family relationships, kinship, ceremonial and religious beliefs, rites of passage, and culinary customs and preferences.
- The program provides opportunities to understand the nature of prejudice and stereotypes, and introduces ways in which the negative effects of stereotypes and prejudice can be addressed and overcome.
- The program includes the use of instructional strategies that are sensitive to the cultural diversity of students in the classroom.
- The program has other qualities related to this standard that are brought to the reviewers' attention by the institution.

Standard 9

Diversity and Equity in the Program

Each student in the program acquires knowledge, understanding and appreciation of the perspectives and contributions of diverse cultural, religious, ethnic and gender groups to the language and its literature. The program promotes educational equity by utilizing instructional, advisement and curricular practices that offer equal access to program content and career options for all students.

Rationale for Standard 9

Students who attend California schools are increasingly diverse. They live in a society that has benefited from the perspectives and contributions of men and women from many cultural and ethnic groups. Prospective teachers must understand and appreciate the cultural perspectives and academic contributions of these groups. They must also be aware of barriers to academic participation and success, and must experience equitable practices of education during their preparation.

Factors to Consider

When reviewers judge whether a program meets this standard, the Commission expects them to consider the extent to which:

- The program provides knowledge and enhances understanding and appreciation of the cultural dimensions and context of language and literature.
- Each student learns about the contributions of diverse cultural, ethnic and gender groups to literature and other language achievements.
- Students examine ways in which the historical development of language and literature have affected diverse groups and individuals.
- Coursework in the program fosters understanding, respect and appreciation of human differences, including cultural ethnic, gender and language variations.
- In the course of the program, students experience classroom practices and use instructional materials that promote educational equity in access and outcomes among diverse learners.
- The program includes faculty role models from diverse cultural and ethnic groups, includes men and women, and includes individuals with exceptional needs.
- The program includes faculty who are concerned about and sensitive to diverse cultural and ethnic groups, men, women, and individuals with exceptional needs.
- The institution encourages students from a variety of backgrounds to enter and complete the subject matter program and to pursue careers in language teaching.
- The program has other qualities related to this standard that are brought to the reviewers' attention by the institution.

Standard 10

Varied Instructional Strategies and Assessments

The program provides opportunities for students to experience and learn to use a variety of effective instructional strategies, activities and materials that integrate the use of realia and technology, and that are appropriate to the language classroom. The program's assessment procedures are consistent with its instructional strategies.

Rationale for Standard 10

In the study of languages, there are many effective ways to teach and to learn. Varied teaching and assessment strategies, which incorporate the use of current technology, enhance student learning. First-hand acquaintance with a variety of instructional and assessment strategies, activities, and materials incorporated into the ongoing curriculum creates many possibilities for enhancing the pedagogical development of prospective teachers. Further, it establishes an essential foundation for the study and supervised use of effective teaching methods and techniques.

Factors to Consider

When reviewers judge whether a program meets this standard, the Commission expects them to consider the extent to which:

- Students in the program experience and learn to use a variety of appropriate strategies for effective language teaching, such as small collaborative groups, individual explorations, laboratory exercises, peer instruction, technology-based instruction, simulations, use of realia and other instructional aids, lectures, and whole-class and small-group discussions.
- Students in the program experience a variety of appropriate strategies for assessing progress and accomplishments in learning the language, such as observations, interviews, portfolio reviews, group and individual performance tasks, research exercises, examinations, and essays.
- Students in the program have opportunities to experience and use, analyze, and evaluate instructional aids including technology as effective means of communication and instruction in the language.
- Instructors in the program are knowledgeable about language program guidelines and intended outcomes in middle schools and high schools.
- Instructors in the program have opportunities to update their skills in teaching methodology, instructional practices, and relevant technology.
- The program has other qualities related to this standard that are brought to the reviewers' attention by the institution.

Category II: Essential Features of Program Quality

Standard 11: Coordination of the Program

The language teacher preparation program is coordinated effectively by one or more persons who are responsible for program planning, implementation and review.

Rationale for Standard 11

The accomplishments of students in a subject matter preparation program depend in part on the effective coordination of the program by responsible members of the institution's administrative staff and/or academic faculty. For students to become competent in the subjects they will teach, all aspects of their subject matter preparation must be carefully planned thoughtfully, implemented conscientiously and reviewed periodically by designated individuals.

Factors to Consider

When reviewers judge whether a program meets this standard, the Commission expects them to consider the extent to which:

- There is effective communication and coordination among the academic program faculty; and between the program faculty and local school personnel, local community colleges, and the professional education faculty.
- One or more persons are responsible for overseeing and assuring the effectiveness of student advisement and assessment in the program (refer to Standards 12 and 13), and of program review and development by the institution (refer to Standard 14).
- The institution ensures that faculty who teach courses in the language program have backgrounds of advanced study or professional experience and currency in the areas they teach.
- Sufficient time and resources are allocated for responsible faculty and/or staff members to coordinate all aspects of the program.
- The program has other qualities related to this standard that are brought to the reviewers' attention by the institution.

Standard 12

Student Advisement and Support

A comprehensive and effective system of student advisement and support provides appropriate and timely program information and academic assistance to students and potential students, and gives attention to transfer students and members of groups that traditionally have been underrepresented among teachers of language.

Rationale for Standard 12

To become competent in a discipline of study, students must be informed of the institution's expectations, options and requirements; must be advised of their own progress toward academic competence; and must receive information about sources of academic and personal assistance and counseling. Advisement and support of prospective teachers are critical to the effectiveness of subject matter preparation programs, particularly for transfer students and members of groups that traditionally have been underrepresented in the discipline. In an academic environment that encourages learning and personal development, prospective teachers acquire a student-centered outlook toward education that is essential for their subsequent success in public schools.

Factors to Consider

When reviewers judge whether a program meets this standard, the Commission expects them to consider the extent to which:

- Advisement and support in the program are provided by qualified individuals who are assigned those responsibilities, and who are available and attentive when the services are needed.
- Advisement services include information about course equivalencies, financial aid options, admission requirements in professional preparation programs, state certification requirements, school experience opportunities, and career opportunities.
- Information about subject matter program purposes, options and requirements is available to prospective students and distributed to enrolled students.
- The institution encourages students to consider careers in teaching, and attempts to identify and advise interested individuals in appropriate ways.
- The institution actively seeks to recruit and retain students who are members of groups that traditionally have been underrepresented in language teaching.
- The institution collaborates with community colleges to articulate academic coursework and to facilitate the transfer of students into the subject matter program.
- The program has other qualities related to this standard that are brought to the reviewers' attention by the institution.

Standard 13

Assessment of Subject Matter Competence

The program uses multiple measures to assess the subject matter competence of each student formatively and summatively in relation to the content of Standards 2 through 9. The scope and content of each student's assessment is congruent with his/her studies in the program. There are mechanisms for students to challenge courses and for faculty to evaluate coursework that students have completed previously.

Rationale for Standard 13

An institution that offers content preparation for prospective teachers has a responsibility to verify their competence in the subject(s) to be taught. It is essential that the language assessment use multiple measures, have formative and summative elements, and be as comprehensive as the scope of Standards 2-8. Its content must be congruent with each individual's studies in the program. Course grades and other course evaluations may be part of the summative assessment, but may not comprise it entirely.

Factors to Consider

When reviewers judge whether a program meets this standard, the Commission expects them to consider the extent to which:

- The assessment process examines each student's oral and aural proficiency, and includes student projects and demonstrations (in addition to written examinations) that are based on criteria established by the institution.
- The assessment encompasses the content of Standards 1-9, and is congruent with each individual's studies in the program.
- The assessment encompasses receptive, productive and cultural skills in the language, consistent with Standards 2, 3, 6 and 7.
- The assessment process is valid, reliable, equitable, and fair, and includes provisions for student appeals.
- The assessment scope, process and criteria are clearly delineated and made available to students.
- The institution makes and retains thorough records regarding each student's performance in the assessment.
- The program has other qualities related to this standard that are brought to the reviewers' attention by the institution.

Standard 14

Program Review and Development

The language program has a comprehensive, ongoing system of review and development that involves faculty, students and appropriate public school personnel, including language teachers, and that leads to continuing improvements in the program.

Rationale for Standard 14

The continued quality and effectiveness of subject matter preparation depends on periodic reviews and improvements of the programs. Program development and improvement should be based in part on the results of systematic, ongoing reviews that are designed for this purpose. Reviews should be thorough, and should include multiple kinds of information from diverse sources.

Factors to Consider

When reviewers judge whether a program meets this standard, the Commission expects them to consider the extent to which:

- Systematic and periodic reviews of the subject matter program reexamine its philosophy, purpose, design, curriculum, and intended and actual outcomes for students (consistent with Standard 1).
- Information is collected about the language program's strengths, weaknesses, and needed improvements from participants in the program, including faculty, students, recent graduates, and employers of recent graduates, and from other appropriate public school personnel, including teachers of languages.
- Program development and review involves consultation among departments that participate in the program (including Language Departments and the Education Department), and includes a review of recommendations by elementary, secondary, community college educators, and representatives of the community.
- Program improvements are based on the results of periodic reviews, the implications of new developments in language teaching, the identified needs of program students and school districts in the region, and recent language curriculum policies of the State.
- Assessments of students' performance in the program (pursuant to Standard 13) are also reviewed and used for improving the program's philosophy, design, curriculum and student outcomes.
- The program has other qualities related to this standard that are brought to the reviewers' attention by the institution.

ACTFL Guidelines for the Advanced Level of Language Proficiency (1986)

The 1986 proficiency guidelines represent a hierarchy of integrated performance in listening, speaking, reading and writing a language. Each description is a global characterization of a representative sample -- not an exhaustive sample -- of a specific range of ability. Each proficiency level subsumes all previous levels, moving from simple to complex in an "all-before-and-more" fashion.

Because these guidelines identify stages of proficiency, as opposed to achievement, they are intended to allow assessment of what an individual can and cannot do, regardless of where, when or how the language has been learned or acquired. The words "learned" and "acquired" are used in the broadest sense. The ACTFL guidelines are not based on a particular linguistic theory or pedagogical method. They are intended to be used for broad assessments of language proficiency.

The current ACTFL guidelines should not be considered the definitive version, since the construction and utilization of language proficiency guidelines is a dynamic, interactive process. The academic sector, like the government sector, will continue to refine and update the criteria periodically to reflect the needs of the users and the advances of the profession. In this vein, ACTFL owes a continuing debt to the creators of the 1982 provisional guidelines and, of course, to the members of the Interagency Language Roundtable Testing Committee, the creators of the government's Language Skill Level Descriptions.

Listening: Description of Advanced Level

At the advanced level, the listener is able to understand main ideas and most details of connected discourse on a variety of topics beyond the immediacy of the situation. Comprehension may be uneven due to a variety of linguistic and extra-linguistic factors, among which topic familiarity is very prominent. The texts frequently involve description and narration in different timeframes or aspects, such as present, past, habitual, or imperfective. Texts may include interviews, short lectures on familiar topics, and news items and reports primarily dealing with factual information. Listener is aware of cohesive devices, but may not be able to use them to follow the sequence of thought in an oral test.

Reading: Description of Advanced Level

At the advanced level, the reader is able to understand prose of several paragraphs in length, particularly if presented with a clear underlying structure. The prose is predominantly in familiar sentence patterns. The reader gets the main ideas and facts but misses some details. Comprehension derives not only from situational and subject matter knowledge, but also from increasing control of the language. Text at this level include descriptions and narrations such as simple short stories, news items, bibliographical information, social notices, personal correspondence, routinized business letters and simple technical material written for the general reader.

Speaking: Description of Advanced Level

The advanced level is characterized by the speaker's ability to converse in a clearly participatory fashion, and to initiate, sustain, and bring to closure a wide variety of tasks, including those that require an ability to convey meaning with diverse language strategies due to a complication or an unforeseen turn of events. The speaker is able to satisfy the requirements of school and work situations, and can narrate and describe with connected, paragraph-length discourse.

At the advanced level, the speaker is able to:

- satisfy the requirements of everyday situations and routine school and work requirements;
- handle with confidence but not with facility complicated tasks and social situations, such as elaborating, complaining and apologizing;
- narrate and describe with some details, linking sentences together smoothly; and
- communicate facts and talk casually about topics of current public and personal interest, using general vocabulary.

Speech shortcomings can often be smoothed over by communicative strategies, such as pause fillers, stalling devices, and different rates of speech. Circumlocution that arises from vocabulary or syntactic limitations very often is quite successful, though some groping for words may still be evident. The advanced level speaker can be understood without difficulty by native interlocutors.

Writing: Description of Advanced Level

At the advanced level, the writer:

- is able to write routine correspondence and join sentences in simple discourse of at least several paragraphs in length on familiar topics;
- can write simple correspondence, take notes, write cohesive summaries and resumes as well as narratives and descriptions of a factual nature;
- has sufficient writing vocabulary to express self simply with some circumlocution;
- may still make errors in punctuation, spelling, or the formation of nonalphabetic symbols;
- good control of morphology and the most frequently used syntactic structures, e.g., common word order patterns, coordination and subordination, but makes frequent errors in producing complex sentences; and
- uses a limited number of cohesive devices (such as pronouns) accurately.

Writing may resemble literal translation from the native language, but a sense of organization (rhetorical structure) is emerging at this level. Writing is understandable to natives who are not accustomed to the writing of non-natives.

California Specifications for the Subject Matter Knowledge and Competence of Prospective Teachers of Languages Other than English (French and Spanish)

Teacher Preparation and Assessment Advisory Panel in Languages Other than English Commission on Teacher Credentialing 1994

A student who seeks to earn the Single Subject Credential in Foreign Language should understand authentic speech in a variety of situations and contexts; demonstrate knowledge of the nature of language, its acquisition and use; demonstrate knowledge of and sensitivity to culture; demonstrate proficiency at productive skills of speaking and writing the language; and critically interpret works of literature in their specific cultural and historical context.

To verify that these expectations have been attained, the Commission has developed and adopted standardized subject matter assessments in Spanish and French, each of which consist of two sections: a two-hour knowledge examination and a two-hour assessment of language proficiency and cultural competence. For the two sections of these assessments, the Teacher Preparation and Assessment Advisory Panel in Languages Other than English drafted the following specifications, which were analyzed and adopted by the Commission. The specifications identify and illustrate the language knowledge, skills and abilities that students should acquire and develop in a subject matter program for prospective teachers of Spanish and French. The Commission recently issued a Request for Proposals to develop and administer comparable assessments for future teachers of German and other languages.

Section I: Knowledge of Language and Culture

I. Demonstrate comprehension of written and spoken language at a level sufficient to understand authentic speech and texts in a variety of situations and contexts.

- Listen to and read materials on a variety of topics, including current events and everyday situations.
- Listen to the language in a variety of authentic contexts, such as radio and television broadcasts, other recordings, lectures, and theatrical performances.
- Understand and interpret a variety of texts in the language.
- Read and understand both formal and informal writings, such as current periodicals, personal correspondence, a range of literary genres and technical material.

II. Demonstrate knowledge of the nature of language, its acquisition, and its use.

- Nature of language, its purposes, uses and misuses, and relation to ways of life.
- The significance of language changes and variations that occur within the contexts of time, place, age, gender, and situation.
- Theories of language acquisition and learning.
- The communication process, with the use of strategies such as pragmatics, discourse analysis, and turn-taking and other conversation conventions; proxemics and kinesics; idioms and humor; debate and negotiations; as well as persuasive and hortatory modes.

III. Demonstrate knowledge of linguistic components of Spanish or French.

- Basic linguistic and paralinguistic components of the language: phonology, morphology, syntax, lexicon, semantics, suprasegmentals, kinesics, proxemics, grammar and words (meaning and usage).
- Use of language components in authentic communication contexts.
- Error analysis and its role in the language learning process.
- Principles of contrastive analysis.
- Dialectal differences, their origins, social implications, and ways to address these differences positively.

IV. Demonstrate knowledge of culture.

- Physical and cultural geography.
- Contemporary and historical social structures, and cultural issues, including, but not limited to: political, religious, and economic systems and institutions; social classes; education; family and kinship; social customs; work and leisure patterns; language.
- Classical and contemporary literary works and oral traditions.
- Individual variations within the cultures represented by the people who speak the language.
- Classical and folk arts.
- Crosscultural comparisons.

Description of Section I: The Knowledge Examination (Two Hours)

Section I consists of five sections. The first three sections assess competence in the skills of listening comprehension, reading comprehension, grammar, and stylistic appropriateness. In these three sections, all stimulus and response material are presented in the target language. In the listening comprehension section, all questions are based on taped stimulus material. The fourth section assesses knowledge of methodology and various aspects of applied linguistics, including Spanish or French phonetics, morphology, and syntax. The fifth section assesses knowledge of the culture of Spanish-speaking or French-speaking countries. The fourth and fifth sections are in English. The examination contains 160 questions.

Section II: Content Area Performance Assessments (CAPA) in French and Spanish

In French and Spanish, Section II consists of two one-hour modules. In Module One, candidates are required to demonstrate their ability to speak and write the language. In Module Two, they demonstrate their skills of error analysis, skills of literary and cultural analysis, and knowledge of cultural functions and attitudes.

Module One: Productive Language Skills (1 Hour)

Speaking Skills

The oral assessment is approximately 30 minutes in length, and consists of nine parts representing various aspects of productive speaking skill.

1. Oral Reading - Candidate reads orally a textual stimulus (100-150 words in length) that is printed in the Test Book in French or Spanish. The candidate is asked to demonstrate the ability to read aloud with the intonation, inflection, and fluency necessary to communicate written material effectively.
2. Single Picture Description - Candidate gives a detailed description in French or Spanish of a picture, and answers the English questions printed in the Test Book.
3. Six-Picture Narration - Candidate tells a story in French or Spanish based on the sequence of six pictures printed in the Test Book. There is no printed text.
4. Role Playing - Candidate is asked to pretend to respond in French or Spanish to a complicated situation, which is described in English in the Test Book.
5. Giving Instructions - Candidate gives directions in French or Spanish for a step-by-step process, based on a series of pictures printed in the Test Book.
6. Abstract Description/Narration - Candidate gives a more open-ended talk in French or Spanish based on a given topic that is printed in English in the Test Book.
7. Defending an Opinion - In French or Spanish, candidate states and defends his/her opinion on a given topic that is printed in English in the Test Book.

8. Brief Talk - Candidate is asked to give a brief talk in French or Spanish in response to a situation that is printed in the Test Book. The candidate is asked to use the appropriate degree of formality.
9. Oral Paraphrase - Candidate listens to a text that is recorded in French or Spanish on a test tape. The text is not printed. Candidate orally paraphrases the taped text.

Writing Skills

The writing assessment is 30 minutes long. It contains three exercises, representing various aspects of productive writing skill.

- (1) Writing Questions - Candidate is asked to write down four questions to ask during an interview in French or Spanish.
- (2) Picture Narration - Candidate is asked to write a short composition in French or Spanish, based on a six-picture visual stimulus.
- (3) Letter Writing - Given a specific situation, candidate is asked to write a short formal letter in French or Spanish.

Module Two: Linguistic, Literary and Cultural Analysis (1 Hour)

Error Analysis (Suggested Time: 10 Minutes)

The questions in this section are based on two samples of writing that reflect errors commonly made by non-native learners of French or Spanish. The questions in this section focus on a total of 10 written errors. Candidates are asked to demonstrate their ability to detect and correct errors that interfere with communication. Domains that are tested:

- (1) Grammar and Mechanics: Errors in morphology and syntax, and serious problems in spelling (including diacriticals) and punctuation.
- (2) Word Choice: Inappropriate language, including false cognates, use of slang, and unacceptable anglicisms.
- (3) Register: Language that is inappropriate to the social context (may overlap with (1) and (2) above).

Literary and Cultural Analysis (Suggested Time: 35 Minutes)

In this part of Module Two, candidates are asked to read critically and interpret works of literature in their specific cultural and historical context by discussing in French or Spanish how the author:

- reflects cultural characteristics and references in the work, and
- uses literary devices in communicating the main theme of the work. [Examples of these devices may be the use of figurative language, the syntax, and the word selection in the work.]

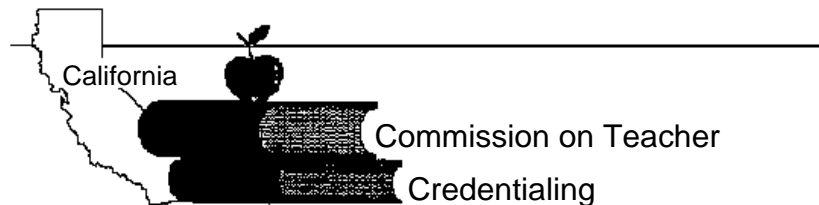
The emphasis is on major authors, works, genres, and periods (movements) of French or Spanish/Latin American literature. The questions are based on representative texts (either excerpts from longer texts or short texts reprinted in their entirety) from novels, short stories, essays, plays, or poetry.

Cultural Functions and Attitudes (Suggested Time: 15 Minutes)

In this part of Module Two, candidates are asked to demonstrate an understanding of cultural institutions and patterns of behavior typical of the French or Spanish/Latin American culture. Candidates are asked to comment on a situation that reflects one or more aspects of the French or Spanish/Latin American culture by (a) identifying characteristics of the Spanish/Latin American culture that are depicted in the statement, and (b) comparing these characteristics with corresponding aspects of United States culture.

Part 3

**Implementation of
Teaching Standards in
Languages Other than English**



Implementation of Program Quality Standards for Programs in Languages Other than English

The Standards for Subject Matter Preparation in Languages Other than English are part of a broad shift in the policies of the Commission on Teacher Credentialing related to the preparation of professional educators in California colleges and universities. The Commission initiated these policy changes to foster greater excellence in educator preparation, and to combine flexibility with accountability for institutions that educate prospective teachers. The success of these reforms depends on the effective *implementation* of program quality standards for each credential.

Pages 41 through 44 of the handbook provide general information about the transition to program quality standards for all teaching credentials. Then the handbook offers detailed information about implementing the language teaching standards (pp. 45-52).

Transition to Quality Standards for All Teaching Credentials

The Commission is gradually developing and implementing Standards of Program Quality and Effectiveness for all teaching credentials. The overall purpose of the standards is to provide the strongest possible assurance that future teachers will have the expertise and abilities they will need for their critically important roles and responsibilities. Among the most significant knowledge and abilities are those associated with the subjects of the school curriculum.

The Commission began to develop new standards for the subject matter preparation of teachers in 1986. That year the Commission appointed an expert advisory panel in elementary education, which developed *Standards of Program Quality for the Subject Matter Preparation of Elementary Teachers*. Following an extensive process of consultation with elementary educators, the Commission adopted twelve subject matter program standards for the Multiple Subject Teaching Credential. The standards have now been implemented in 62 colleges and universities, which offer a total of 72 programs.

In 1989, the Commission established subject matter advisory panels to develop standards for the preparation of prospective secondary teachers in English, mathematics, science and social science. The expert panels consisted of K-12 teachers of the subjects, public school curriculum specialists, university professors of the subjects, and other subject matter experts in California. Following extensive consultation with colleges, universities, professional organizations, and state and local education agencies, the Commission adopted the standards in 1992. In a similar manner, in 1991 the Commission established expert panels to develop subject matter standards in art, music, physical education, and languages other than English. These standards were adopted by the Commission in 1994.

In 1995, the Commission will appoint advisory panels to develop program standards in agriculture, business education, health education, home economics, and industrial technology education. Initial drafts of standards in these subjects will be distributed widely for discussion and comment before they are completed by the panels and adopted by the Commission.

Improvements in the Review of Subject Matter Programs

The last occasion when the Commission reviewed subject matter programs in languages other than English was 1983. There are relatively few similarities between the program guidelines and review policies that were used in 1983, and the Commission's plan for implementing the new standards in this handbook. In reviewing programs according to the new standards, several major improvements are anticipated.

- (1) The *standards are much broader* than the prior guidelines for subject matter programs. The standards provide considerably *more flexibility to institutions*.
- (2) The standards are *more comprehensive* in addressing the *quality* of subject matter preparation. They provide a stronger assurance of excellent preparation.
- (3) The new Program Review Panels will conduct *more intensive reviews* that will focus on *program quality issues* rather than course titles and unit counts.
- (4) The new panels will have *more extensive training* because the standards require that they exercise more professional discretion about the *quality* of programs.
- (5) Institutional representatives will have opportunities to meet with the Review Panels to discuss questions about programs and standards. Improved communications should lead to better decisions about program quality.

The Commission welcomes comments and suggestions about these changes in the program review process, which should accompany comments about the new standards.

Alignment of Program Standards and Performance Assessments

The Teacher Preparation and Licensing Act of 1970 established the requirement that candidates for teaching credentials verify their competence in the subjects they intend to teach. Candidates for teaching credentials may satisfy the subject matter requirement by completing approved subject matter programs or by passing subject matter assessments that have been adopted by the Commission. The Commission is concerned that the scope and content of the subject matter assessments be aligned and congruent with the program quality standards in each subject.

To achieve this alignment and congruence in languages other than English, the Commission asked the Advisory Panel to develop subject matter assessment specifications that would be consistent in scope and content with the program quality standards in this handbook. Following extensive discussion by subject matter specialists throughout the state, the Commission adopted a detailed set of *Specifications for the Assessment of Subject Matter Knowledge and Competence of Prospective Teachers of Languages Other than English*. These specifications, which are included in this handbook, (pp. 33-37) now govern the assessment of subject matter competence among students who do not complete approved subject matter programs.

The Commission is pleased that the assessment *specifications* are as parallel as possible with the scope, content and rigor of the *standards* for subject matter programs. To further strengthen this alignment, institutional faculty and administrators are urged to examine the *specifications* as a source of information and ideas about knowledge, skills and abilities that are important to include in programs for future language teachers.

Validity and Authenticity of Subject Matter Assessments

The Commission is concerned that subject matter assessments of prospective teachers address the full range of knowledge, skills and abilities needed by teachers of each subject. For fifteen years the Commission relied on subject matter examinations that consisted entirely of multiple-choice questions. In 1987-88, the Commission evaluated fifteen of these subject matter exams comprehensively. More than 400 teachers, curriculum specialists and college faculty examined the specifications of these tests, as well as the actual test questions. The reviewers' aggregated judgments showed that (1) particular changes were needed in each multiple-choice test, and (2) each multiple-choice test should be supplemented by a *performance assessment* in the subject.

Since 1988, the Commission's subject matter advisory panels have created Content Area Performance Assessments (CAPAs) for each of ten Single Subject Credentials. The CAPAs consist of problems, questions and exercises to which examinees construct complex responses, instead of selecting an answer among four given answers. Examinees' responses are scored on the basis of specific criteria that were created by the advisory panels and are administered by subject specialists who are trained in the scoring process. Candidates for the ten Single Subject Credentials must pass a CAPA as well as a multiple-choice test of their subject matter knowledge, unless they complete an approved subject matter program. Meanwhile, for the Multiple Subject Credential, the Commission has developed and adopted a new exam (the MSAT) that consists of a Breadth of Knowledge Examination (2 hours) and a Content Skills Assessment (3 hours). By developing and adopting the CAPA and MSAT assessments, the Commission has committed itself to assessing the subject matter knowledge and competence of prospective teachers as validly and comprehensively as possible.

New Terminology for "Waiver Programs"

In 1970 the Legislature clearly regarded the successful passage of an adopted examination as the principal way to meet the subject matter requirement. However, the law also allows candidates to complete Commission-approved subject matter programs to "waive" the examination. Because of this terminology in the 1970 statute, subject matter programs have commonly been called *waiver programs* throughout the state.

In reality, the law established two alternative ways for prospective teachers to meet the subject matter requirement. An individual who completes an approved subject matter program is not required to pass the subject matter examination, and an individual who achieves a passing score on an adopted exam is not required to complete a subject matter program. Overall, the two options are used by approximately equal numbers of candidates for initial teaching credentials. Subject matter programs are completed by more than half of the candidates for Single Subject Credentials, but the adopted examination is the preferred route for more than half of all Multiple Subject Credential candidates.

Because of the significant efforts of the Commission and its expert advisory panels, subject matter programs and examinations are being made as parallel and equivalent to each other as possible. The term *waiver programs* does not accurately describe a group of programs that are alternatives to subject matter examinations. For this reason, the Commission uses the term *subject matter programs* instead of *waiver programs*, which is now out of date.

Ongoing Review and Approval of Subject Matter Programs

After the Commission approves subject matter programs on the basis of quality standards, the programs will be reviewed at six-year intervals, in approximately the same way as the Commission reviews professional preparation programs in California colleges and universities. Periodic reviews will be based on the Standards of Program Quality and Effectiveness. Like professional preparation programs, subject matter programs will be reviewed on-site by small teams of trained reviewers. Reviewers will obtain information about program quality from institutional documents and interviews with program faculty, administrators, students, and recent graduates. Prior to a review, the Commission will provide detailed information about the scope, methodology and potential benefits of the review, as well as other implications for the institution.

Review and Improvement of Subject Matter Standards

Beginning in 1997-98 the Commission will begin a cycle of review and reconsideration of the *Standards of Quality and Effectiveness for Subject Matter Programs in Languages Other than English* and other subjects. The standards will be reviewed and reconsidered in relation to changes in academic disciplines, school curricula, and the backgrounds and needs of California students (K-12). Reviews of the program standards in this handbook will be based on the advice of language teachers, professors and curriculum specialists. Prior to this review, the Commission will invite interested individuals and organizations to participate in it. If the Commission modifies the language teaching standards, an amended handbook will be forwarded to each institution with an approved program.

Teacher Preparation in Languages Other than English: Timeline for Implementation of Standards

Dates	Steps in the Implementation of Standards
1994	The Commission adopts the Standards of Program Quality and Effectiveness that are on pages 17-30 of this handbook. The Preconditions on page 16 and this Implementation Timeline are also adopted. The Executive Director disseminates the handbook. The Commission's staff conducts regional workshops to answer questions, provide information, and assist colleges and universities.
May to July, 1995	The Commission selects, orients and trains a Program Review Panel in Language Teaching. These qualified content experts begin to review programs in relation to the standards beginning in 1995-96.
July 1, 1995	Review and approval of programs under the new standards begins. No new subject matter programs in language teaching will be reviewed in relation to the Commission's "old" guidelines of 1983.
1995-96	Institutions may submit programs for preliminary or formal review on or after July 1, 1995. Once a "new" program is approved, all students who were not previously enrolled in the "old" program (i.e., all new students) should enroll in the new program. Students may complete an old program if they enrolled in it either (1) prior to the commencement of the new program at their campus, or (2) prior to September 1, 1996, whichever occurs first.
September 1, 1996	"Old" programs that are based on the 1983 guidelines must be superseded by new approved programs. After September 1, 1996, no new students should enroll in an old program, even if a new program in language teaching is not yet available at the institution.
1996-97 1997-98	The Commission continues to review program proposals based on the standards and preconditions in this handbook.
September 1, 1999	The final date for candidates to complete subject matter preparation programs that were approved under the 1983 guidelines. To qualify for credentials based on an "old" program, students must (1) have entered that program prior to either (a) the implementation of a new program at their institution, or (b) September 1, 1996, whichever occurred first; and they must (2) complete the old program by September 1, 1999. Students who do not do so may qualify for credentials by passing the Commission's adopted examinations.

Implementation Timeline: Implications for Prospective Teachers

Based on the implementation plan that has been adopted by the Commission (prior page), candidates for Single Subject Credentials in Foreign Language who do not plan to pass the Commission-adopted subject matter examinations should enroll in subject matter programs that fulfill the standards in this handbook as early as feasible. After a “new” program begins at an institution, no students should enroll for the first time in an “old” program (i.e. one approved under the “old” guidelines).

Candidates who enrolled in programs that were approved on the basis of the “old” guidelines (“old” programs) may complete those programs provided that (1) they entered the old programs either before new programs were available at their institutions, or before September 1, 1996, whichever comes first, *and* (2) they complete the old programs before September 1, 1999.

Regardless of the date when new programs are implemented at an institution, no new students should enroll in an old program after September 1, 1996, even if a new program is not yet available at the institution. These students may qualify for Single Subject Teaching Credentials by passing the subject matter examinations that have been adopted for that purpose by the Commission.

Ordinarily, students are not formally “admitted” to a subject matter program on a specified date. Rather, students begin a subject matter program when they initially enroll in a course that is part of the program. Therefore, the timeline for implementing the standards will have the following effects on individual students.

- (1) Students who have completed one or more courses in an old subject matter program by September 1, 1996, may complete that program and be recommended for a credential provided that these students also complete all requirements for the subject matter program (not necessarily the credential) by September 1, 1999.
- (2) Students who have not completed any courses in an old program by September 1, 1996, should be advised that after that date they should not take courses that are a part of the old program (unless those courses are also a part of a new program). Instead, they should enroll in courses that are part of the new program. The two programs may have some courses in common.
- (3) It may be necessary for some students to enroll in “new program courses” prior to the approval of the new program. Institutions may recommend these students for Single Subject Teaching Credentials even if the students have completed part of a new program prior to Commission approval of that program.

Once the Commission approves a new subject matter program, students who have already taken courses that are part of that program may continue to take courses in the program and complete the program even though they started taking courses before the program was approved by the Commission. Because of the flexibility of this policy, institutions should not expect to see any change in the September 1, 1996, date for the implementation of subject matter programs under the standards in this handbook.

Implementation Timeline Diagram

July 1995

Colleges and universities may begin to present program proposals for review by the Commission's Subject Matter Program Review Panel.

1995-96

Once a program is approved under the standards, students who were not previously enrolled in the old program should enroll in the new program.

September 1, 1996

After this date, no new students should enroll in an old program, even if a new program in language teaching is not yet available at the institution.

1996-97 and 1997-98

The Commission will continue to review program proposals. Prior to the approval of new programs, students may enroll in "new program courses" that meet the standards.

September 1, 1999

Final date for candidates to complete subject matter programs that were approved under the Commission's old guidelines (adopted in 1983).

Implementation Handbook: Review and Approval of Subject Matter Programs in Languages Other than English

A regionally accredited institution of postsecondary education that would like to offer (or continue to offer) a Program of Subject Matter Preparation for the Single Subject Credential in Foreign Language may present a program proposal that responds to the standards and preconditions in this handbook. The submission of programs for review and approval is voluntary for colleges and universities; candidates can qualify for the Single Subject Credential by passing a standardized assessment of their knowledge and competence in languages other than English.

To be approved by the Commission, a subject matter program in a language other than English must satisfy the preconditions and standards in this handbook. Each program must focus on a specific language. An institution should submit a separate proposal for each program.

The Commission will be prepared to review subject matter program proposals beginning on July 1, 1995. Prior to that date, the Commission's professional staff is available to consult with institutional representatives, and to do preliminary reviews of draft proposals. The following pages provide detailed information about the content and information to include in program proposals, and about the Commission's program review process.

Initial Statement of Institutional Intent

To assist the Commission in planning and scheduling reviews of program proposals, each institution is asked to file a Statement of Intent at least four months prior to submitting a proposal. Having received a timely Statement of Intent, the Commission will make every effort to review a proposal expeditiously. In the absence of a timely statement, the review process will take longer.

A Statement of Intent should include the information specified below. If an institution plans to submit two or more programs in languages other than English, the institution may submit a separate Statement of Intent for each program. Alternatively, a combined Statement of Intent could include the following information for each program.

- The subject for which approval is being requested (e.g. a language other than English).
- The contact person responsible for each program (include phone number).
- The expected date when students would initially "enroll" in each program.
- An indication as to whether or not the institution expects to submit a program for "informal" review (defined below).
- The date when each program will be submitted for formal review and approval.

The Statement of Intent should be signed by the individual with chief responsibility for academic programs at the institution.

The Program Proposal Document

For each program, the institution should prepare a program proposal that includes a narrative response to each precondition and standard on pages 16-30. Please provide six (6) copies of each program proposal.

Preconditions. A narrative section of the proposal should explain how the program will meet each precondition on page 16. In responding to the preconditions, the document must show the title and unit value of each required and elective course in the program. The document must also include brief course descriptions or catalog descriptions of the required and elective courses.

Standards. In the major part of the program proposal, the institution should respond to each Standard of Program Quality and Effectiveness on pages 17-30. It is important to respond to each element of a standard, but a lengthy, detailed description is not necessary. Examples of how particular elements of the standard are accomplished are particularly useful. An institution's program document should include syllabi of required and elective courses, to serve as "back-up" information for responses to particular standards.

Factors to Consider. A program proposal must show how the program will meet each standard. The purpose of factors to consider is to amplify specific aspects of standards, and to assist institutions in responding to all elements of a standard. The Commission considers the factors to be important aspects of program quality, but it is not essential that the document respond to every factor. The factors are *not* "mini-standards," and there is *no expectation* that a program must "meet" all the factors in order to fulfill a standard. (For added information about factors to consider, see pages 6 and 15.)

Institutions are urged to *reflect on* the factors to consider, which may or may not be used as the "organizers" or "headings" for responding to a standard. Institutions are also encouraged to describe all aspects of the program's quality, and not limit their responses to the adopted factors in this handbook. The quality of a proposal may be enhanced by information about "additional factors" that are related to the standards but do not coincide with any of the adopted factors.

Steps in the Review of Programs

The Commission is committed to conducting a program review process that is objective, authoritative and comprehensive. The agency also seeks to be as helpful as possible to colleges and universities throughout the review process.

Preliminary Staff Review. Before submitting program documents for formal review and approval, institutions are encouraged to request preliminary reviews of *draft* documents by the Commission's professional staff. The purpose of these reviews is to assist institutions in developing programs that are consistent with the intent and scope of the standards, and that will be clear and logical to the external reviewers. Program documents may be submitted for preliminary staff review at any time; the optimum time is at least one month after submitting the Statement of Intent and at least two months prior to the expected date for submitting a completed document. Preliminary review is voluntary; its purpose is to assist institutions in preparing program documents that can be reviewed most expeditiously during the formal review process.

Review of Preconditions. An institution's response to the preconditions is reviewed by the Commission's professional staff because the preconditions are based on state laws and regulations, and do not involve issues of program quality. If the staff determines that the program complies with the requirements of state laws and administrative regulations, the program is eligible for a quality review (based on the standards) by a panel of subject matter experts. If the program does not comply with the preconditions, the staff returns the document to the institution with specific information about the lack of compliance. Such a program may be resubmitted once the compliance issues have been resolved. In some circumstances, the staff may seek the advice of the Subject Matter Program Review Panel concerning the appropriateness of proposed coursework to meet a particular precondition.

Review of Program Quality Standards. Unlike the preconditions, the standards address issues of program quality and effectiveness, so each institution's response to the standards is reviewed by a small Program Review Panel of subject matter experts. During the review process, there is an opportunity for institutional representatives to meet with the panel to answer questions or clarify issues that may arise. Prior to such a discussion, the panel will be asked to provide a preliminary written statement of the questions, issues or concerns to be discussed with the institutional representative(s).

If the Program Review Panel determines that a proposed program fulfills the standards, the Commission's staff recommends the program for approval by the Commission during a public meeting no more than eight weeks after the panel's decision.

If the Program Review Panel determines that the program does not meet the standards, the proposal is returned to the institution with an explanation of the panel's findings. Specific reasons for the panel's decision are communicated to the institution. If the panel has substantive concerns about one or more aspects of program quality, representatives of the institution can obtain information and assistance from the Commission staff. With the staff's prior authorization, the college or university may also obtain information and assistance from one or more designated members of the panel. After changes have been made in the program, the proposal may be resubmitted to the Commission's staff for reconsideration by the panel.

If the Program Review Panel determines that minor or technical changes should be made in a program, the responsibility for reviewing the resubmitted proposal rests with the Commission's professional staff, which presents the *revised* program to the Commission for approval without further review by the panel.

Appeal of an Adverse Decision. An institution that would like to appeal a decision of the staff (regarding preconditions) or the Program Review Panel (regarding standards) may do so by submitting the appeal to the Executive Director of the Commission. The institution should include the following information in the appeal:

- The original program document, and the stated reasons of the Commission's staff or the review panel for not recommending approval of the program.
- A specific response by the institution to the initial denial, including a copy of the resubmitted document (if it has been resubmitted).
- A rationale for the appeal by the institution.

The Executive Director may deny the appeal, or appoint an independent review panel, or present the appeal directly to the Commission for consideration.

Responses to Six Common Standards

The Commission adopted six standards for programs in *all* single subject disciplines.

- | | |
|--------------|--|
| Standard 1. | Program Philosophy and Purpose. |
| Standard 9. | Diversity and Equity in the Program. |
| Standard 11. | Coordination of the Program. |
| Standard 12. | Student Advisement and Support. |
| Standard 13. | Assessment of Subject Matter Competence. |
| Standard 14. | Program Review and Development. |

These six standards are referred to as “common standards” because they are essentially the same in all subject areas.

An institution’s program document in a language other than English should include subject-specific responses to Standards 1 and 9, along with subject-specific responses to the other curriculum standards in Category I (see pp. 17-26). An institution’s proposal *may* also include a unique response to Standards 11, 12, 13 and 14. Alternatively, the institution *may* submit a “generic response” to these common standards. In a generic response, the college should describe how subject matter programs in all subjects will meet the four standards. A generic response should include sufficient information to enable an interdisciplinary panel of reviewers to determine that the four common standards are met in each subject area. Once the institution’s generic response is approved, it would not be necessary to respond to the four standards in the institution’s program documents in any particular subject areas.

Selection, Composition and Training of Program Review Panels

Review panel members are selected because of their expertise in language teaching, and their knowledge of language curriculum and instruction in the public schools of California. Reviewers are selected from institutions of higher education, school districts, county offices of education, organizations of language teachers, and statewide professional organizations. Members are selected according to the Commission’s adopted policies that govern the selection of panels. Members of the Commission’s former Single Subject Waiver Panels and Subject Matter Advisory Panels may be selected to serve on Program Review Panels.

Each program proposal in a language other than English will be reviewed by at least one professor of the language, at least one secondary school teacher of the language, and a third Review Panel member who is either another professor, or another teacher, or a curriculum specialist in languages other than English.

The Program Review Panel is trained by the Commission’s staff. Training includes:

- The purpose and function of subject matter preparation programs.
- The Commission’s legal responsibilities in program review and approval.
- The role of the review panel in making program determinations.
- The role of the Commission’s professional staff in assisting the panel.
- A thorough analysis and discussion of each standard and rationale.
- Alternative ways in which the standard could be met.
- An overview of review panel procedures.
- Simulated practice in reviewing programs.
- How to write program review panel reports.

The training also includes analysis of the Common Standards. Reviewers of programs in languages other than English are trained specifically in the consistent application of the subject-specific standards in this handbook.

Subject Matter Program Review Panel Procedures

The Subject Matter Program Review Panel meets periodically to review programs that have been submitted to the Commission during a given time period. Whenever possible, Review Panels in more than one subject meet at the same time and location. This enables institutional representatives to meet with reviewers in more than one subject area, if necessary.

Review Panel meetings usually take place over three days. Meetings typically adhere to the following general schedule:

- First Day - Review institutional responses to common standards. Preliminary discussion of responses to curriculum standards.
- Second Day - Thorough analysis of responses to curriculum standards. Prepare preliminary written findings for each program, and FAX these to institutions.
- Third Day - Meet with representatives of institutions to clarify program information, discuss preliminary findings and identify possible changes in programs. Prepare written reports that reflect the discussions with institutions.

Subject Matter Program Review Panel Reports

Normally, the Review Panel's written report is mailed to the institution within two weeks after the panel meeting. If the report is affirmative, the Commission's staff presents the report to the Commission during a public meeting no more than eight weeks after the panel's decision.

If the Review Panel report indicates that the program does not meet the standards, specific reasons for the panel's decision are included in the report. The institution should first discuss such a report with the Commission's staff. One or more designated members of the panel may also be contacted, but only after such contacts are authorized by the staff.

If the report shows that minor or technical changes are needed in a program, the Review Panel gives responsibility for reviewing the resubmitted proposal to the staff.

Further Information and Communications Related to Standards, Programs and Program Reviews

Regional Workshops for Colleges and Universities

Following the publication of this handbook, the Commission will sponsor three regional workshops to assist institutions in understanding and implementing the standards in languages other than English. The agenda for each workshop will include:

- Explanation of the intended meaning of the standards, according to a member of the Teacher Preparation and Assessment Advisory Panel.
- Explanation of the Commission's implementation plan, and description of the program review process.
- Answers to specific questions about the standards, and examples presented by panel members and others experienced in implementing standards.
- Opportunities to discuss subject-specific questions in small groups.

All institutions that plan to submit program documents (or are considering this option) are welcome to participate in the workshops. Specific information about the workshop dates and locations is provided separately from this handbook.

Communications with the Commission's Staff and Program Review Panel

The Commission would like the program review process to be as helpful as possible to colleges and universities. Because a large number of institutions prepare teachers in California, representatives of an institution should first consult with the Commission's professional staff regarding programs that are in preparation or under review. The staff responds to all inquiries expeditiously and knowledgeably. Representatives of colleges and universities should contact members of a Subject Matter Program Review Panel only when they are authorized to do so by the Commission's staff. This restriction must be observed to ensure that membership on a panel is manageable for the reviewers. If an institution finds that needed information is not sufficiently available, please inform the designated staff consultant. If the problem is not corrected in a timely way, the Executive Director of the Commission on Teacher Credentialing should be contacted.

Request for Assistance from Handbook Users

The Commission welcomes comments about this handbook, which should be addressed to:

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Professional Services Division
1812 Ninth Street
Sacramento, California 95814-7000